DOCUMENT RESUME

ED 054 057 SP 005 210

TITLE	[Courses of Study in Teacher Education.]
INSTITUTION	Governors State Univ., Park Forest South, Ill.
PUB DATE	71
NOTE	37p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Course Organization, Education Courses, Elementary School Teachers, Field Experience Programs, *Preservice Education, *Teacher Education Curriculum, *Team Training, Urban Teaching

ABSTRACT

This document contains four separate reports on different aspects of the teacher education program at the new Governors State University. The first report describes a "learning team," which is to consist of approximately 14 individuals--both professors and students--who have come together because of common interests in a given profession. The team would determine its own goals and curriculum and organize activities. An example is given of the membership, objectives, and activities of an urban education learning team. The second report describes in some detail the role and functions of the Teacher Education Center in the College of Human Learning and Development. Although the Center's primary responsibility is in preservice instruction, it also has responsibilities in the areas of inservice education and research. The third report entitled "The Public Elementary School as a Center for Teacher Training and Education Development" proposes the use of public schools as laboratory schools and discusses the organizational implications of such a step. The fourth report defines a "learning module" and then lists 58 tentative learning modules for programs in the College of Human Learning and Development in 1971-72. (RT)

ED054057

COURSES OF STUDY IN TEACHER EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Governors State University
Park Forest South, Illinois 60466

Summer 1971

SP005210

THE LEARNING TEAM

The learning team is both a unique mode of instruction and organization and, in itself, an experience worthy of college credit for the students and teaching credit for the professors. The team typically includes one or more professors and approximately twelve students who come together because of their common interests in a given profession such as teaching or psychology. This common professional interest need not exclude from the team students or professors from other disciplines who, knowing the major theme, goals, and work of the team, should decide to join the team. The learning team requires a commitment by the students and the professors to an on-going experience which may last as long as two years or until the members have satisfactorily completed the experiences and the objectives established. It is assumed that, with few exceptions, all members of the team would begin their work together at a given time; and that members, each working at his own pace, would leave the team at different times, each according to his accomplishments and needs.

The team serves five major functions: (1) it is the organizing structure whereby students and professors can plan their work efficiently together and deal with the what, the when, the where and the how; (2) the guidance function as well as professional goal-setting transpire in the team and free the students and the professors from the inconvenience of setting continuous personal appointments; (3) the open, humane, democratic values of Governors State University are affirmed in the team where democratic leadership, sharing, helping, cooperation, and self and peer evaluation are practiced and interpersonal skills are enhanced; (4) cognitive learning, insights, knowledge and theory relevant to

the profession are acquired in the team setting itself -- as well as from a wide variety of learning modules and experiences outside of the team; and (5) the team serves as the home-base, family group where professors and students can be comfortably informal and authentic together, where people can care about each other and build lasting friendships and professional relations, where the alienation of people in general and the aloneness of commuter students in particular can be reduced -- where a sense of true belonging is realized and enjoyed.

RATIONALE

The learning team is a concept for implementing the open and humane mode of the university's mission: "...job efficiency, cultural expansion, intra- and inter-personal relationships and functional citizenship..." as stated in the Governors State University Educational Planning Guidelines, March 16, 1970, page 1. On page 35 the Guidelines also state:

> The attack on depersonalization at Governors State University will be based on the hypothesis that if depersonalization results from ever increasing bigness, then humanization should be increased in those institutions that decentralize into smaller, self-contained units as the total institution grows larger.
>
> Core groups consisting of students and faculty who care about each other will be part of Governors State University's solution to the problem of isolation and excessive competitiveness. The exact nature of these core groups is still to be identified, but since this will be a commuter campus, they will not be developed around a residence hall program. The pattern, however, will develop around a relationship between the "core group" and its curriculum.

An Example of a Learning Team: "Urban Education Learning Team"

In learning teams, as in other modules, independent projects, field study cooperative education, etc., at G.S.U., students will help generate objectives, methods and evaluations. Therefore, the following is tentative:

The team might be composed of thirteen people:

1 professor from CHLD

1 professor from another college

3 graduate students who are teachers

5 undergraduates, concentrating on urban teacher education

3 other undergraduate students

13

After the first meeting (as scheduled), the team would decide on the times, places and duration of its meetings.

Activities and Experiences

A. General orientation to education as a profession.

B. Introductory experiences in schools.

C. Developing and implementing learning experiences for children and/or adults.

D. Varying degrees of classroom responsibility.

E. Working in different community activities.

Activities or Experiences Likely to be Stated as Behavioral Objectives

A. Goal-setting

B. Problem solving

C. Democratic group leadership

D. Interpersonal behavior

1. non-defensiveness

2. helping skills

3. listening skills

4. authentic self expression

5. supportiveness

6. sharing skills

E. Professional image of self.

F. Self evaluation.

G. Evaluation of others.

H. Development of individual value system.

I. Development of behavioral skill consistent with values.

J. Sensitivity to and open to feedback about the effects of one's own behavior upon others -- including children in the classroom.

K. Knowledge of subject matter and the development of learning experiences using subject matter for students' learning experiences.

L. Knowledge of how children learn and the conditions supportive of learning and the ability to establish such conditions.

M. Knowledge of and ability to deal effectively and humanely with children's misbehavior.

060171
bl

TEACHER EDUCATION CENTER

In TEACHERS FOR THE REAL WORLD, written by B. Othanel Smith, et.al, and supported by the Task Force of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, published by the American Association of Colleges for Teacher Education, the rationale for a teacher education center is set forth:

> "The training program calls for a new institutional mechanism because university personnel and facilities are inadequate.
>
> "The training program will require easy access to children, youth, and adults who represent a wide variety of cultural orientations and racial origins. Universities can reach for too few of these people, given their present structures."
>
> "The center may also become a place for the training of many kinds of service personnel: social workers, juvenile police, counselors, recreation supervisors, and school psychologists, as well as teachers.
>
> "In its formative period the center should serve as a place for:
>
> --developing, preparing, and storing materials for training (practice specifications, video recordings of teaching, transcripts of classroom discourse, etc.)
>
> --training new professional teachers in behavioral skills
>
> --workshops, institutes and conferences for the preparation of auxiliary teaching personnel
>
> --institutes, training laboratories for the continuing education of teachers.
>
> To fulfill these functions, the center must include a professional library of instructional resources for use with pupils and at all grade levels. It must also have all sorts of technological equipment (kinescopes, video equipment, recorders, projectors, etc.) to be used in training teachers."

The Teacher Education Center in the College of Human Learning and Development is designed as the most appropriate vehicle for meeting the mandate of Governors State University -- teaching, service, research -- aimed at improving the quality of life, particularly for the disadvantaged in urban settings. The Center is not viewed as an encapsulating subsystem where a few professors separate themselves, build little empires, think, and write. Rather, the Center is viewed as open and interdisciplinary -- aimed primarily at serving the entire university toward the improvement of instruction, serving the students of education in particular and all students as their needs require, and serving the community actively and cooperatively toward upgrading the quality of education.

The Center is not viewed as having the sole responsibility for preparing teachers. The philosophy and organization of Governors State University places the responsibility for teacher education upon all the staff in all four colleges and affirms the nature of learning as interdisciplinary. Foundations of Education -- philosophy, sociology, anthropology and history -- are jointly offered by the College of Cultural Studies and the College of Human Learning and Development, and the special academic competencies are offered throughout the four colleges. The Teacher Education Center offers a core of learning experiences for teachers in the new and emerging technologies of education -- interaction analysis, micro-teaching and simulation, media-theory and technology, theories of teaching, the new living laboratory methods of teaching and learning, and the creation or selection of instructional and self-instructional materials. All professors throughout the University cannot be expected to maintain a high level of sophistication in these areas as well as in their academic areas. The Center is viewed as a resource for faculty as well as for students. It is a locus for instruction, service and research; an easily identifiable place for acquiring instructional help and materials. The locus for generating and stimulating action research and for disseminating the latest research findings and emerging instructional technologies.

The staff of the Teacher Education Center concentrates its efforts on the study and practice of teaching. Therefore, the core of instructional objectives cross the traditional lines of elementary, secondary and higher education. All who earn the degees, Bachelor of Arts or Master of Arts in Human Development, shall have satisfactorily achieved the instructional objectives, at the appropriate levels of sophisticatic., established as the instructional core in the Teacher Education enter. These shall comprise four (4) modules at both the undergraduate and graduate levels of competence.

FUNCTIONS OF THE TEACHER EDUCATION CENTER

I. Instruction

The instructional core of basic learning activities and experiences, comprising four (4) modules, include:

A. Theories of instruction.

B. Systematic observation and analysis of teacher behavior.

C. Personal and interpersonal growth--understanding and improving interpersonal skills.

D. Theory and practice in group dynamics and leadership--the teacher as classroom group leader.

E. Micro-teaching methods -- simulation.

F. Pre-student teaching observation and real work experiences in urban disadvantaged schools and community agencies.

G. Theory and practice in educational-media technology.

H. Action research in education.

I. Preparation and creation of instructional and self-instructional materials. The writing of behavioral objectives.

II. Service

A. Support the improvement of instruction for the university faculty. Help the faculty as needed in the new technologies of education.

B. Organize and administer relations with community schools and agencies.

C. Consulation, training, professional help and leadership for community, schools, and agencies -- seminars, workshops, laboratories, demonstrations.

D. Create, maintain and disseminate materials for teacher training.

E. Attract and utilize outstanding scholars and teachers from throughout the nation and the world for lectures, seminars, and laboratories toward constantly upgrading the instructional skills of faculty and students.

III. Research

A. Design, direct, and carry out research in education.

B. Stimulate faculty and students to design and carry on research in education.

C. Maintain and disseminate new research findings.

The functions of the Teacher Education Center, set forth above, cannot be accomplished -- or at least, efficiently, or well accomplished -- by several professors working as individuals throughout the university. These functions require a team effort and a place.

The Team

The training team, at the outset, should include at least five (5) faculty members. The team shall develop itself as a training group and should, in its daily work and decision-making, demonstrate the highest quality of interpersonal skills, cohesiveness, cooperation and productivity. And they should be available to serve as a training team for sensitivity training and laboratories for personal and interpersonal growth as needed by the students, faculty and community.

The director shall work full time in the center. The other four staff members shall work part-time in the center and part-time in their special academic areas in the College of Human Learning and Development or any of the other colleges. This builds into the center the interdisciplinary mandate of the university.

The Teacher Education Center shall require, at the outset, two rooms one room should be soundproof, with a one-way, two-way glass partition along one side, behind which is found an observation area. The room should have built-in audio and video recording and feedback systems and a one-way, two-way communication system. Such a room is required for observation and research in group processes. The second room is to house the hardware and software necessary to fulfill the Center's functions in the media technology and the maintainance and dissemination of instructional materials.

Writing in the Responsibility of the University and College, AACTE Yearbook, 1969 -- REALITY AND RELEVANCE, Haubrich says:

> "....The committee sees the need for a new instructional mechanism...the establishment of a training center...."
>
> "Its primary functions would be the development of protocol materials, provision of training and teaching situations, development of minimal abilities in prospective teachers, conduct of workshops for experienced teachers, and the like."
>
> "Heavy emphasis would be placed in the training center on particular problems faced by disadvantaged youth. Prospective teachers would move at appropriate times from the center to work as interns in public schools."

Toward the most efficient and productive instruction, research, and service, the staff of the College of Human Learning and Development proposes the development of a Teacher Education Center as described above.

THE PUBLIC ELEMENTARY SCHOOL AS A CENTER FOR TEACHER TRAINING AND EDUCATIONAL DEVELOPMENT

Among the complaints of those experiencing their first teaching assignment is that their preparation did not really prepare them for the "real" classroom. The specifics of the complaints identify a series of problems for which "proper" training might have made a difference and include: skill in classroom organization so that "individual differences" might be provided; knowledge of curriculum and subject matter so that methodology could be adapted to the level of the class; and acquisition of enough sensitivity to each child's needs so that overall planning would be more applicable to the real classroom.

Another series of concerns is related to the classroom but are addressed more towards individual competence in interpersonal skills among teachers and administrators. These include negotiations for grade level assignments, participation in committee membership, and relations with the formal and informal hierarchy of the school.

The continuing turnover of beginning teachers in elementary schools is evidence that the nature and variety of problems expressed by beginning teachers must be taken seriously. Even the current surplus of teachers may not affect the rate of teacher resignation and will certainly alone have no effect on the training process and teaching conditions which combine to encourage teachers to leave the profession

While the various skills called for share common elements, there are some that are unique to particular types of schools such as inner city or suburban or those schools with stable or mobile student population and faculty. The unique nature and requirements of each "type" of school mitigates against the creation of representative training centers in college settings although certain general teaching skills

may be acquired by use of simulation. Skills such as questioning or reinforcement techniques may be developed by working with a small group of children. When planning skills for a class of thirty-five children cannot be acquired through a representative group of five children, work with larger size groups would appear to be more appropriate. This could be performed more easily in a classroom within a school rather than in a center in a college.

Problems of curriculum development in certain content areas and at particular grade levels cannot be "studied" in a college. Relationships between teacher and child or between teacher and principal cannot be developed outside of the school in which both people work. It is not enough for professors to visit schools and classrooms in order to identify teacher tasks, the nature of the curriculum, and teacher-pupil relationships with a veiw towards using the information in teacher training. Nor is it enough for students to visit schools and classrooms in order to identify problems that are to be explored in the college classroom. What is needed is a setting in which prospective teachers, experienced teachers, children, and their parents can meet and work together on teacher training and other common educational problems over an extended period of time. Such a setting has been available in the form of the University Laboratory School.

It appears that laboratory schools supported by or associated with universities are declining in number. Part of the reason for their demise is certainly financial in that tight university budges allow little room for the luxury of a lab school with is small number of children. A second and related reason is an increasing awareness that the traditional lab school function of providing teacher training in a unique setting with a low pupil-teacher ratio and experiemental curriculum did not prepare teachers for the real world. Even allowing "regular" students to enter did not substantially reduce the "hot house" nature of the school.

The functions and purposes of individual lab schools may vary but in general they have existed in order to provide a setting in which new ideas in curriculum

development would be tried, teacher training would involve superior models, and research studies of teaching would be facilitated. Although some public schools profess these same functions, the very nature of their support, administration, and organization makes experimentation and research in them difficult to allow and to foster.

Yet, public schools are interested in developing new curricula and they are certainly interested in helping to prepare teachers. When curriculum projects are presented by a college or central administration, many schools cooperate. The placement of student teachers in public schools is a common occurrence. The interests and needs of public schools together with those of teacher training institutions could be combined and satisfied through the establishment of an urban public laboratory school.

What would such a school look like? What would be its functions, staffing, organization, and control? Let us examine some of these characteristics in detail.

Function

The function of any public elementary school is to transmit the values of society and to prepare children for that society by helping them acquire basic skills in reading, writing, and arithmetic. It may be argued that an additional function adopted by schools is the need to perpetuate itself. It does this in part by involving itself with colleges and universities concerned with curriculum development and teacher training. In this way the curriculum being developed or the teacher being trained is exposed to the realities of the classroom and the school; the prospective teacher and the developing curriculum are then returned to their place of origin in order to continue their development in the light of the realities experienced.

Why the separation? Why not facilitate the preparation of teachers and materials by an ongoing contact among school people, prospective teachers, children, and materials. Through this contact the school function of transmitting values and teaching skills can become part of curriculum development and teacher training.

Prospective teachers would become involved in developing curriculum and experienced teachers would be encouraged to re-examine some basic assumptions of the curriculum of the school.

For example, most teachers are expected to teach reading in their classes while their schools are constantly evaluating and developing new approaches to its teaching. A combination of the evaluation of reading program rationale which may be reflected in the selection of techniques and methods of teaching reading would certainly add to the competence of the teacher in doing both. The prospective teacher would be acquiring new ideas and skills; the experienced teacher would learn to raise questions about techniques and methods and to move towards the utilization of more satisfactory reading programs. Most important, the problems identified would be real problems derived from the school in which both sets of teachers work. Proposed solutions could be tested immediately in the classrooms where the problems originated. The urban laboratory school then, can be a place where there occurs an integration of the theoretical with the practical. For example, the question of whether or not schools should supply free lunches need not be tested. The question of the effect of hunger on the learning ability of children is certainly within the scope of the school function.

Let me be specific about some new functions that the urban laboratory school might assume. There is a continuing need for basic research into the nature of the learner, the kinds of experiences which cause learning to take place, and the role of the teacher and/or other learning resources, all essential for broadening and deepening knowledge of the educational process. Although little of this kind of research has been done either in traditional laboratory schools by laboratory personnel or in public schools by their people, this is certainly an area that could be explored.

The development of certain innovations might also be appropriate for the urban laboratory school. Any innovations undertaken would have to be derived from

problems specific to a particular school rather than developing innovations because it was the thing to do. A case in point is the concept of team teaching. When it was first introduced everyone was encouraged to try it out. The emphasis was on efficiency and time saving rather than new roles for teachers. Schools seemed to think that team teaching would solve instructional problems as well as problems of time and space, and the new roles would take care of themselves. They didn't, and as a result many schools that could have profited from this innovation never did because it was not geared to their specific situation. Preparation of prospective teachers and experienced teachers as team teachers in certain situations would certainly be appropriate for the urban lab school. Other problems requiring other innovations would be identified and processed accordingly. That is, when the problem is clear and the necessary resources identified, the decision to try out the new conceptualizations may be made.

A function related to innovation is demonstration. It isn't always clear when innovation becomes demonstration but the later occurs when other schools come to see the innovation. How much of an innovation is "exportable" will depend on its nature and the comparability of situations in which it was fostered. It is in the similarities to a public school that an urban laboratory school should have advantage over the traditional lab school. Many of the problems from which innovations arose would have counterparts in public schools.

The close relationship between the school and the various resources of a university would encourage the development of research, innovation, and demonstration. Any success would, however, require that both the public school and the university work through the role each is to play in the definition of functions and in their implementation.

Staffing

The staffing needs of any school are, by-in-large, related to the performance of its functions. An elementary school requires teachers who are capable of teaching a variety of subjects to children of varying ages and abilities. It may require a librarian, nurse, counselor, assistant principal, and a community liaison person on a full or part-time basis, each position depending on school needs (and availability of personnel). The school principal typically has been a classroom teacher with some administrative training or experience. He is expected to supervise teachers, encourage curriculum development, respond to administrative requirements, and to maintain relationships with community groups, social agencies, and professional organizations. In addition he is expected to be responsive to university requests for student-teacher placement, experimental programs in curriculum development, and requests for cooperation with research studies.

The addition of new functions of the school and the modification of others will require new and different staff arrangements. The implementation of research and inquiry into the facilitation of children's learning would likely require persons trained in interaction analysis, group process, learning theory, and, of course, teachers who have had success in facilitating learning in young children. Persons possessing such skills initially might come from a college but if they do, they should be ready and able to prepare school staff to perform many of the tasks required in carrying out research studies.

Innovations are not developed simply to be different; they develop when a problem is identified that requires solutions different than those applied before. Staff requirements for this function are not easily selected in advance because they must wait until the problem area is identified. On the other hand, procedures can be worked out so that some staff may be involved in the identification of problems which may require an innovative solution; others may become involved if and when the innovation is to be demonstrated.

Perhaps the identification of problems would be facilitated if certain school areas were represented by staff possessing particular areas of interest and competence. For example, the area of curriculum development could be represented by someone with a general interest in curriculum and instruction. As the need arose there might be a request for a person with particular interest in reading or math. The problem could be refined further so that staff with competence in content or technique from both college and school would participate.

The traditional training function accepted by most schools would be expanded in the new school. Training refers to improving the competence of teachers and other staff, both experienced and prospective. If the principal is taken as an example of a staff member requiring some help in the identification of school and administrative problems, some helpful resources can be identified. As an aid in facilitating productive faculty meetings a person with skills in group process could attend meetings and be responsible to the principal and his staff. In the area of community relations, someone with knowledge of social agencies and community organizations and with skills and experience in working with them could provide invaluable service to the principal. He could help the principal acquire some of this knowledge and develop some necessary skills in working with local groups.

The training of prospective teachers would still remain a major function of the lab school but it would not continue as the traditional student teaching experience. There would be a change in the format of student placement with a single teacher, teaching small and large groups of children, writing lesson plans, and assuming total responsibility for the classroom. This type of modeling and induction procedure has not proven successful in providing schools with teachers able to survive and at the same time able to provide successful classroom experiences for children. There is a need to provide new experiences for prospective teachers based, perhaps, on rationale other than the modeling and apprentice model currently in use. The identification of alternatives available and others that might be developed and facilitated by

cooperative efforts between college and Lab school staff. Those with concern and knowledge of new training procedures should be able to pool ideas and try them out with students from the cooperating college and with cooperating teachers. Procedures for their evaluation and modification would be built in to the training process from its inception.

As the need for new school staff roles are identified and accepted, responsibility for their preparation would be explored by college and school staff. Decisions concerning the source of trainees, content of experiences, staff responsibiility for instruction, and even placement possibilities could be explored by those involved. It could be that a new teacher-community liaison role is identified, the need for such a role growing out of problems identified in the Lab schcol. The job of such a person might include some teaching, curriculum development, and meeting with various community groups in order to apprise them of teaching problems and curriculum development in the school and to facilitate their contirubtions to these areas.

Organization

This paper is suggesting that an existing public elementary school in cooperation with a college become an urban laboratory school. Although any public school will have a pre-existing organization, it may well be that its organizational structure will change as it modifies its functions.

For example, if there is to be an effort made to ombine two traditionally separate content areas through team teaching, the organizational pattern for those grades or those subjects would reflect this change. Instead of the self-contained classroom, children and/or teachers might meet together for planning, teaching, and follow-up. Tentative reorganization of grades above or below might be in order; or perhaps the notion of placing the team taught subjects into a non-graded three-year format would emerge from the experience. Perhaps a decision would be reached that teaming for those children in the specific subject areas is inappropriate. The

modification or lack of modification of the organizational structure would have derived from the attempt at implementing a specific function.

The close cooperation between school and college would necessitate an examination of the placement within the existing organizational structure for college staff. It is easier to place a prospective teacher who is working with several classroom teachers into an "associate teacher" category than it is to place a reading specialist or a group process observer into an existing heirarchy. To label them as consultants would not reflect their role as a part of the school staff. A different organizational arrangement would recognize the new staff as part of the total school program. Grouping staff by function in addition to subject and/or grade level might be a useful way to proceed but it should be the total staff that recommends the organizational modification. As part of the decision-making procedure, they would be likely to accept any changes recommended.

Within any school or organization there is always a question of status. In many public schools the presence of college staff reduces the status of school faculty so that the college staff become the "experts" in most educational matters. This situation cannot be resolved by someone saying that everyone has an area in which expertise is available. It can be settled only by staff actually cooperating in a project in which the competence of the various participants is recognized by all concerned. In many problems of curriculum development, there is always the question of the appropriateness of the complexity of content to the abilities of the learner. An experienced teacher can often relate content to learner ability in ways that the curriculum and subject specialist cannot. Both would have important contributions to make to the development of a specific curriculum.

Control

Unlike the traditional laboratory school, control of a public school is not centered in a faculty committee or in a college of education. With slight variations

it is dependent on a local board of education with authority delegated to a superintendent and a school principal. In some places community organizations may have some direct control over curriculum matters, hiring practices, salary, and, of course, many of the functions of the school.

There are various implications that follow from multi-level control of schools. They relate to decision making regarding the establishment of an urban laboratory school and its functions, responsibility of college staff to the school and local administration, financial relationships of college personnel working in the school, and administrative relationships between college and school. It is extremely important that these potential problem areas are identified and decisions concerning them reached before an issue arises that could interfere with the implementation of a school that is to become an urban lab school. Certainly in the initial identification of a school that is to become a lab school some of the questions raised here should be presented. Perhaps a criterion for the final selection of both a college and a public school that are planning to work together would be the potential for satisfactory resolution of these issues.

DEFINITION OF A LEARNING MODULE, AND A

LISTING OF TENTATIVE LEARNING MODULES

for Programs in the

COLLEGE OF HUMAN LEARNING AND DEVELOPMENT

LEARNING MODULES

Definition and Components

The fundamental unit of instruction at Governors State University is called a Learning Module. Learning Modules usually include at least four components:

a. a rationale describing why this module is important to have;

b. a list of general objectives, indicating the areas of proficiency to be placed on the official transcript;

c. the specific performance-based objectives describing exactly what is needed to complete the module satisfactorily, and the measurements or criterion for indicating success in each objective;

d. a description of the learning experiences, the design and procedure for conducting the module as well as the learning materials and experiences through which objectives will be achieved; and

e. evaluation: pre-evaluation, and post-evaluation

Tentative List of Learning Module - 1971-72

The Learning Modules described in a preliminary way below are expected to be available in 1971-1972. This tentative list is subject to change, and sample modules exhibited in this document are not complete.

Learning Modules

1. Curriculum in Urban Education — 3-6 Units

An examination of current curriculur practices and the bases on which curriculum may be developed. Attention will be given to the various curriculum studies recently completed or presently under way. An interdisciplinary approach will be utilized with the expectation that interdisciplinary curricular development will result. Micro-teaching and other simulation techniques will be practiced as well as actual problem-resolution experiences with children in classroom or other settings. It is anticipated that much of the experience the student will have contributes toward his goal of demonstrating various teaching skills in lieu of a standard student teaching course.

Staff

2. Diagnosis in Teaching — 2-4 Units

This module will approach teaching from several points of view. Elements of diagnosis will be considered where appropriate and congruous to the purpose of the teacher. Specific curriculum areas where diagnosis is conventional (reading, learning disabilities) will be included.

Staff

3. Contexts for Learning — 2-4 Units

This module examines environments which are designed for education, both school and non-school and factors which further influence the designed setting. Contextual elements will be analyzed with respect to such considerations as materials used, content expressed, processes indicated. Theories of learning and research in teaching will be related both to non-school settings and to formal instructional situations.

Staff

4. Communication and Children — 2-4 Units

In this module the construction of meanings is viewed as an ongoing process relating to the various aspects of the development of person (physiological, psychological, social, language, cognitive). Various means of communication will be identified and analyzed with respect to the predictable and/or concomitant meanings constructed by children.

Coordinator: Miss DeLawter, CHLD/CCS

5. Reading as Process — 3 Units

This module will view reading from a variety of points of view--physical, psychological, intellectual, social, and cultural. The elements of reading (graphophonemic, syntactic, and semantic) will be analyzed with respect to children's and adults' reading abilities, habits, and interests.

Coordinator: Miss DeLawter, CHLD/CCS

6. Afro-American Studies in the Elementary School — 2-4 Units

Modules reflecting the anthropological, cultural, sociological, political, religious, literary and economic characteristics dealing with the contemporary feelings, attitudes, values and philosophies of Black people as they apply to the total American and international communities.

Coordinator: Art Evans, CHLD/CCS

7. Development of Performance Objectives — 1 Unit

Modules designed to provide training in the development of performance objectives and the adaptation of instructional materials to achieve those objectives.

Coordinators: Art Evans
Deloris Saunders

8. Competency-Based Teaching — 1 Unit
(To alternate with Learning Module, Development of Performance Objectives.)

This module will identify the basic components of, and processes for, developing competency-based instructional modules.

Coordinators: Art Evans
Deloris Saunders

9. Learning, Development, and Measurement — 2-4 Units

Introduction to basic theories and concepts of the psychology of learning, human development, educational tests, measurement, and evaluation. Emphasis will be given to the application of these basic theories and concepts to existing learning problems prevalent among disadvantaged children and youth. Participation in such learning situations as classroom settings, small group interaction, and tutoring will be an integral part of this module.

Coordinators: William Katz
Dave Crispin

10. Role of Games--Art--Movement in Urban Classrooms — 1-3 Units

This module will identify and construct games; select art and movement activities; and demonstrate their roles in changing classroom environment.

Coordinator: D. Saunders, CHLD/CCS

11. Proseminar in Administrative Techniques and Practices — 2 Units

This module will identify various administrative techniques and practices and differential between change strategies that may be appropriate for each. Coordinator: D. Saunders

12. Administrative Design for Urban Schools — 1-3 Units

This module will identify and critique administrative designs that are currently operative, and have potential for improving the educational environment in urban schools. Coordinator: D. Saunders

13. Roles of the Teacher — 2-4 Units

The student will identify the various roles of the teacher within the context of the school as to their function, mode of operation, and implications for education. Institutional expectations of the roles will be compared to perceptions of the encumbents filling the roles. Existing roles to be examined will include those of the classroom teacher, grade level representative, teacher in the school hierarchy, representative of the school to the

13. (Continued)

community, and member of professional organizations. The concept of role conflict will be examined by use of appropriate social-psychological theories. Alternatives to existing roles will be determined. Although observation in various schools will be the primary source of data, role playing and simulation materials will be used also.

Coordinator: Marvin Brottman

14. Organizational Patterns in Education

a) Organizational Patterns in Classrooms 2-4 Units

This module will identify and examine past and present (1) physical facility arrangements in classrooms; (2) groupings of children; (3) organization of the curriculum for teachibility. Interrelationships among the three factors will be considered as their existence affects learning in children and competence in the teacher. Existing organizational patterns will be examined in the field and in the literature

b) Organizational Patterns in Schools 2-4 Units

Grading patterns (6-2-4 etc.), non-grading, departmental and open classroom concepts will be examined in relation to their implications for meeting children's needs. Existing representative organizational patterns will be examined in the field and in the literatore.

c) Evaluation and Reporting Student Progress 2-4 Units

The need for evaluation, rationale of procedures for its implementation, and experience in evaluation of learners will be central to this module. Students will be expected to acquire skills in developing measuring devices and in becoming familiar with representative standardized test instruments. Various formats for reporting student progress to students and parents will be examined. Practice will be provided within the team and in selected field experiences.

Coordinator: Marvin Brottman

15. Social Psychology and Urban Education 2 Units

A social psychological analysis of urban education with emphasis on social interaction and socialization of students in urban schools.

Coordinator: William McLemore

16. Educational Implications of Black History and Culture 2-4 Units

The history and culture of black Americans is studied. An examination is made of how educational institutions have influenced the history and culture of black Americans. Coordinator: William McLemore

17. Politics and Education 2 Units

An examination of interrelationships of politics and education with emphasis upon politics of educational policy.

Coordinator: William McLemore

Coordinator: William McLemore

18. Sociology of Black People in America 2-4 Units

Analysis of problems and contributions of black people in American society in relation to religious, economic, educational, and governmental institutions. Coordinator: William McLemore

19. Human Life in the Urban Environment 2-6 Units

This module will draw upon history, philosophy, sociology, and psychology, in an analysis of the urban conditions as related to the problems and needs of urban education. Coordinator: William McLemore

20. Proseminar in Interpersonal and Organizational Communication 2-4 Units

The major organizing concepts of and approaches to the interpersonal and organizational fields of communications will be established. The specific objectives will be accomplished through a learning mode of a one-hour a week presentation of sources and information relating to the study of these fields. Preassessment and career advisement will also be emphasized

Coordinater: Staff

21. Proseminar in Message Design 2-4 Units

The major organizing concepts and approaches to the various fields of journalism, mass media, and public relations will be established. Professionals in mass media, visiting artists, social scientists, and practitioners and other notables in the fields of mass media will be available to lead discussions in a one-hour per week seminar setting. Preassessment and career advisement will also be emphasized. Coordinator: Staff

22. Proseminar in Communication Technology 2-4 Units

The major organizing concepts and approaches to the various fields of radio-TV-film production, audiovisual materials, and instructional technology will be established. Specific objectives will be established to provide students with an overview of the field of communication technology. Pre-assessment and career advisement will also be emphasized.

Coordinator: Dave Wight

23. Proseminar in Communication Disorders 2-4 Units

The major organizing concepts and approaches to the entire field of communication disabilities will be introduced to students in a one-hour per week presentation of information. Field trips to clinical facilities will also be included to provide students with information on all areas of speech and hearing disorders. Preassessment and career advisement will also be emphasized. Coordinator: Richard Olsen, (Community Professor)

24. Communication Science, Theory and Research 3 6 Units

An introduction to research literature and problems in psychological and sociological methods applied to topics in communication sicence. The logic of scientific inquiry, systematization of observation, experimental design will be considered. Critical examination of current literature and both individual and team projects will be developed in conjunction with current topics of student interest. Knowledge of statistics is not required, but is generally helpful. Coordinator: David Schuelke

25. Internship in News Writing — 3-6 Units

Consideration of form and techniques of news writing will be based on student's own work. Typical projects will include reporting, essay, narration, expository, analytical and interpretive writing. Students will work in actual newsroom setting at various off-campus locations.

Coordinator: Dennis Wheeler, (Community Professor)

26. Internship in Graphic Production — 3-6 Units

Objectives dealing with the selection, utilization, manipulation, and evaluation of media materials and hardware will be co-operatively developed by students and instructor. Students will work in actual graphic production centers either within the university or at other locations.

Coordinator: Carl Peterson

27. Internship in Television and Documentary Film — 3-6 Units

Objectives detailing students' competencies in understanding film history and theory will be combined with skill acquisition in the basics of film making. Each student will produce a black and white sound film from initial scripting to final negative production. Camera, editing, bases for judgment in translating ideas into film for television will be included. Students will write, produce, and direct different types of programs designed to illuminate problem solving in broadcasting. Students will work in actual television or film studios or on location (if appropriate) during the entire internship.

Coordinators: Dave Wight and Melvin Muchnik

31. Studies in Arbitration and Conflict Resolution 2-4 Units

Conflict theory and negotiation procedures will be examined as part of an intensive study of cases in business, industrial, and educational organizations. Organizational and man-to-man polarization will be studied from a socio-psychological point of view. Fundamental works in arbitration and conflict resolution will be utilized as a base for practical application and conflict resolution lab experiences. Simulation materials will provide opportunities for students to learn third-party arbitration techniques.

Coordinator: David Schuelke

32. Social Organization and Social Perception 2-4 Units

The historical development of theories of organization will be examined as well as the conflicts that result from practical applications of open and closed systems of organizations. The implications of a contingency theory of organization will also be developed. Field experience will be used to exemplify theory. Coordinators: Richard Vorwerk and Tulsi Saral

33. Reporting 2 Units

Styles, news values, and story construction will be stressed in news writing. Extensive practice in writing various principal types of news stories will be provided. The ability to type is required.

Coordinator: Dennis Wheeler, (Community Professor)

34. Theory and Analysis of Communication Content 2-4 Units

Content analysis as a scientific study of message content; inquiry into the frameworks for the study of symbolic behavior; theories and concepts of analysis; casual inferences from content-data; problems reliability, validity and generalizability. Coordinator: Tulsi Saral

28. Internship in Public Relations 3-6 Units

Objectives involving practices and procedures of public affairs and public relations will be combined with skills in news release writing and preparation, internal communication systems, advertising, printing and publications, and special events planning. Students will work toward acquiring competencies in an off-campus public relations office of a private company. Coordinators: John Canning and John Cain, (Community Professor)

29. Internship in Communication Rehabilitation 3-6 Units

Objectives dealing with analysis and measurement of processes, products, and voice and auditory behaviors will be stressed. Special emphasis will be placed upon providing students the opportunity to observe the variables of articulation, language, voice, and prosody in variation in clinical settings. Symptom matology, etiology, and therapy will be observed and discussed. Students will have the opportunity to work in an actual clinical situation to acquire basic skills of articulation and hearing assessment, and initial teaching procedures. Coordinator: Richard Olson (Community Professor)

30. Language Acquisition, Development and Dialects 2-4 Units

The processes involved in language acquisition and development will become the focal point for study. Objectives will encompass student understanding of how language is acquired in human beings, non-verbal and verbal forms, normal linguistic development and dialectical differences. Attention will be placed upon elementary linguistic analysis and discriminate characteristics. Coordinators: David Schuelke and Tulsi Saral

35. Introduction to Television Production 4 Units

Consideration of television program types, comparative analysis to other media, the communication process as it relates to mass communications, particularly radio and television. Laboratory experiences include basic skills and production techniques in a television studio.

Coordinator: Melvin Muchnik

36. Organization in Modern Libraries 2-4 Units

Program flexibility allows for individual study and investigation of one of three areas of organization: 1) library materials, 2) managerial organization, 3) library cooperatives and systems. Objectives are to achieve an understanding of basic principles in the area investigated, and to gain an awareness of the potential for future changes in each area. Two-hour seminar once weekly to exchange information and evaluate objectives.

Coordinator: Allene Schnaitter

37. Services in Modern Libraries 2-4 Units

Investigation and observation of services in modern libraries, including elementary school, academic, public or special library facilities. Social and political influence in the development of services will be investigated. Simulations and direct experience in innovative service concepts will be provided. Evaluative techniques will be applied to systems studies and course objectives in one weekly two-hour seminar.

Coordinator: Allene Schnaitter

38. The Application of Technology to Library Services 2-4 Units

The present and potential attributes of technology in the implementation library service objectives will be established. On-site visits to institutions applying technological devices will be included. Simulations and direct experience with technological software and hardware will be provided. Opportunities for information exchange and evaluation in one weekly two-hour seminar.

Coordinator Allene Schnaitter

39. Phonetics and Articulation 2-4 Units

Objectives will include a study and understanding of the phonetic basis of speech sounds, broad transcription, standards which influence pronunciation, including observation and representation. Ear training and practice in transcription will be provided. Coordinator: Richard Olson (Community Professor)

40. Semantics 2-4 Units

A study of the theory of semantics in verbal and non-verbal communication. Coordinator: L. David Schuelke

41. Psycholinguistics, Language Theory and Behavior 3-6 Units

A critical survey of methods and theories in the psychological study of the communication process with emphasis upon linguistic, information theory and learning theory approaches; psycholinguistic analysis of language decoding and encoding; and the development and measurement of symbolic processes including meaning. Coordinator: Tulsi Saral

42. Laboratory on Effective Listening 2-4 Units

Laboratory investigation of factors responsible for aural failure leading to the awareness of emotional filters and other barriers to listening. Emphasis will be placed on building, through role-laying situations, the kind of aural experience that can produce good listening habits.

Coordinator: Tulsi Saral

43. Social Perception 2-4 Units

A review of methods and theories in social perception with special emphasis upon the study of interpersonal attitudes as modifiers of social experience and cultural influence on social perception.

Coordinator: Tulsi Saral

44. Developmental Psychology 2-8 Units

The interdisciplinary study of the human life cycle from conception to death, the ages and stages of man. Physiological psychology. Theories of personality. The study of major themes, concepts, issues, research and schools of thought. The nature of mental health.

Coordinator: Staff

45. Social-Cultural Determinants of Human Development: 2-4 Units

The interdisciplinary study of the determinants of individual and group differences in behavior. Analysis of social perception, influence, group structure, role and socialization processes; acculturation. The psychodynamics of the family. The community impact on the individual and the family with special attention to the urban disadvantaged setting.

Coordinator: Staff

46. Basic Human Relations Laboratory 1 Unit

Designed for personal and interpersonal growth, this living laboratory utilizes the intensive group experience to help one find authentic answers to the questions:--(1) Who am I?, (2) How do I see myself?, (3) How do others see me?, (4) How does my behavior affect others?, and (5) How does the behavior of others affect me? Coordinator: Dave Crispin

47. The Psychology of Classroom Learning: 2-4 Units

Analysis of learning and motivational processes in educational environments, the role of the teacher, the curriculum, the classroom setting, the peer group, individual needs and differences, and the school as social organization. Coordinator: Ed Stormer

48. Statistics and Measurement in Psychology and Education: 2-8 Units

The study of research design, methodology, and statistical treatment in education and psychology research and statistics.

Coordinator: Leon Jones

49. Experimental Psychology: 4 Units

A laboratory practicum in basic psychology, sensory processes, perception, simple learning and conditioning, primary and acquired drives, verbal learning, transfer of training, retention, problem solving and concept formation. Emphasis is placed on a research project conceived, designed, and conducted by the student. Coordinator: Staff

50. Psychological Testing: 3 Units

Human diagnosis and assessment, the measurement of intelligence, the history of mental measurement, myths of the intellect, personality diagnosis and projective techniques. Coordinator: Staff

51. Group Dynamics: 1-3 Units

Theory, research, methods and practicum in group phenomena; structure, role, function, leadership, conflict and its resolution, decision-making, goal setting and productivity; accomplishing group goals while promoting personal growth. Coordinator: Dave Crispin

52. The Psychology of Drug Abuse: 1-3 Units

Causes of drug abuse behavior, effects of drugs on the novice and the addict, recognition of drug use, study and practice of drug abuse remediation.

Coordinator: Dave Crispin

53. Group Leadership PPacticum: 1 Unit

The study and practice of leadership and helping skills, and the development of insights into group phenomena, through experiencing the co-training role with the trainer in the Basic Human Relations Laboratory. (Module #3)

Coordinator: Dave Crispin

54. Learning: 2-4 Units

A survey of data on human learning processes, beginning with simple conditioning and processing to complete discriminatory concept formation and problem solving. Coordinator: Staff

55. Perception and Cognition: 2 Units

A study of perceptual and cognitive models for dealing with obtaining, storing, and using information about one's environment.

Coordinator: Staff

56. Practicum (By Arrangement) 2-4 Units

57. Physiological Psychology 2 Units

An introduction to the neurophysiological correlated of behavior.

Coordinator: Staff

58. Psychological Theories (Independent Study) 1-4 Units

A survey of the development of psychological systems.

Coordinator: Staff